

Brazosport Independent School District
Lake Jackson Intermediate
2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

Mission Statement

LJI is committed to

* **Purposeful** learning through student and staff

* **Responsibility** with

* **Integrity** and

* **Determination** striving towards

* **Excellence**

Motto

We Are One

Vision

LJI students will flourish with P.R.I.D.E. as productive citizens contributing in the global community.

Value Statement

We are...

One mission

One vision

One voice

One family

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Jackson Intermediate School is one of three intermediate schools in Brazosport ISD, being the largest with 828 students enrolled in the 7th and 8th grade.

Current student enrollment = 828 (7th = 404 and 8th = 424)

AA = 4.97% / Asian = 2.89% / Hispanic = 44.16% / White = 45.32% / Two or More Races = 2.31%

SpEd = 9%

LEP = 4%

Economically Disadvantaged = 54%

Total number of Office Referrals = 2021-2022 = 1,059 and 2022-2023 _____

Demographics Strengths

Enrollment and Demographics have remained steady

Growth in student services provided (LPC and CIS)

Growth in student clubs and organizations (NJHS, STCO, Robotics, Chess Club, Student Newspaper, FCA, "Name that Book")

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in "on level" Math classes is approx 20% lower from pre-COVID performance. (7th grade math - 2018 = 77.59 app / 2022 = 53.43 app) (8th grade math - 2018 = 86.49 app / 2022 = 75.35 app) **Root Cause:** Foundational gaps in mathematical computation due to lost instructional time.

Problem Statement 2 (Prioritized): UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in both Science and Social Studies is approximately 5% points lower in Approaches than the previous school year. **Root Cause:** Unfilled teaching positions requiring long term substitute teachers and novice teachers that require Instructional Coaching.

Problem Statement 3 (Prioritized): UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. **Root Cause:** Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.

Problem Statement 4: **Student attendance increased dramatically EVERY week as compared to 2021-2022** Student attendance has remained stagnant between 92% - 95% for the past four years. **Root Cause:** Accurate parent communication, accurate records keeping and student's sense of belonging.

Student Learning

Student Learning Summary

Lake Jackson Intermediate continues to struggle in the area of "on level" Math instruction and student performance. STAAR performance along with teacher, parent and student surveys indicate foundational gaps due to lost instructional time during COVID. LJI struggled to fill all teaching positions, and retained three long term subs in core content areas, (I believe) resulted in lower STAAR scores in those subjects. LJI strives, to fill all teaching positions before the start of the school year, train and retain highly qualified teaching professionals. With the additional supports of content Instructional Coaches the Admin team will identify teacher gaps early on, and support through classroom modeling and targeted lesson development.

LJI will continue to focus on student Social and Emotional needs s during Prime time. LJI Counselor will continue targeted small group sessions.

LJI will better communicate Attendance requirements with improved documentation and procedural follow through.

Student Learning Strengths

*SpEd Math (7th and 8th) *SpEd Reading (7th and 8th)

*Alg 1 = 100% passing rate with significant gains in Meets and Masters

*Gains where made with ELA teacher implementation of small group instruction with a willingness of Interventionist to attend the state "Reading Academy"

*LJI's master schedule allows for common planning for with the core contents and supporting SpEd Co-Teachers. Each team collaborated at least twice a week to identify essential outcomes, create common formative and unit assessments, review data and plan for intervention and extensions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: **Student attendance increased dramatically EVERY week as compared to 2021-2022** Student attendance has remained stagnant between 92% - 95% for the past four years. **Root Cause:** Accurate parent communication, accurate records keeping and student's sense of belonging.

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School Processes & Programs

School Processes & Programs Summary

Lake Jackson Intermediate School functions as Professional Learning Community. This is embedded in our professional development and our on going staff collaboration. Our goal is to have 100% of our staff trained through PLC at Work - Solution Tree. Each team collaborated weekly (protected Days = Every Tuesday and Thursday) to identify essential outcomes, create assessments, review results, and plan interventions. LJI utilizes a common intervention time that allows our campus to implement additional time within our school day to support students with both their Academic (Tier 2, SpEd, Dyslexia - extensions in CTE and Fine Arts) and SEL (CKH Lead Worthy) needs.

LJI's goal is to have 100% of our staff trained in Capturing Kids Hearts through the Flippen Group.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: **Student attendance increased dramatically EVERY week as compared to 2021-2022** Student attendance has remained stagnant between 92% - 95% for the past four years. **Root Cause:** Accurate parent communication, accurate records keeping and student's sense of belonging.

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Priority Problem Statements

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Root Cause 1: Foundational gaps in mathematical computation due to lost instructional time.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in both Science and Social Studies is approximately 5% points lower in Approaches than the previous school year.

Root Cause 2: Unfilled teaching positions requiring long term substitute teachers and novice teachers that require Instructional Coaching.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject.

Root Cause 3: Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

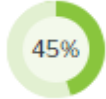
Revised/Approved: September 18, 2023


Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready.





Performance Objective 1: In the 2023-2024 school year LJI will improve the percentage of students performing at the STAAR Level of Meets in all STAAR tested subjects by improving Tier 1 (original) instruction.

High Priority

Evaluation Data Sources: District CBA STAR Ren and STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLCs & purposeful planning instruction will focus on the increased implementation of Formative Assessments, Higher level questioning, use of academic language and use of sentence stems</p> <p>Strategy's Expected Result/Impact: Building Capacity among PLCs - Solution Tree - PLC Summer Institute, RTi and PLC at Work Institute</p> <p>Staff Responsible for Monitoring: Admin team Instructional Coaches Team Leads District Level Content Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p> <p>Funding Sources: PLC Conf - Local 24 - State Comp</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: LJI teams will engage in deep and meaningful data digs, with an emphasis on "bubble" students. Those students who are a few questions away from achieving Meets level. Teams will collaborate and address the differentiation that must take place to move those students who are on the bubble.</p> <p>Strategy's Expected Result/Impact: All students who are identified as below grade level on assessments will be provided remediation and intervention supports to move them to grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Team Leads District Level Content Coordinators Admin team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
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School Processes & Programs

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Perceptions

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Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future-Ready.

Performance Objective 2: In the 2023-2024 school year the performance gap (as measured by STAAR) between students of racial / ethnic as well as those served through special programs will close by 3-5%.

Evaluation Data Sources: District CBA and STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: During the 23-24 school year SpEd Co-Teachers will take part in content PLCs and serve as the SpEd expert. The Co-Teachers will serve as a support for differentiation and advocate for SpEd students by referring teachers back to IEP for each student.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, particularly for students who are identified as Special Education.</p> <p>Staff Responsible for Monitoring: Campus Admin SpEd Department Chair Gen ED Lead Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide thirty hours of intervention and remediation to all students who failed one or more STAAR exam in the spring of 2023.</p> <p>Strategy's Expected Result/Impact: 100% of students who failed the 2023 STAAR exams will be provided with the required intervention and remediation.</p> <p>Staff Responsible for Monitoring: Campus Admin Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics

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School Processes & Programs

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Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2023-2024, LJI will create an environment where 95% of all students feel safe and secure at school by focusing on inclusivity and the emotional safety of our students. (Student attendance increased dramatically EVERY week as compared to 2021-2022)

High Priority

Evaluation Data Sources: Attendance data and behavioral support data from campus Counselors. Student and Parent feedback through formal (survey) and informal (Student & Staff interactions).

Strategy 1 Details	Reviews			
<p>Strategy 1: LJI will place an emphasis on campus and classroom climate, embracing diversity, and encouraging positive student to student interactions through the continued implementation of CKH, Campuses PBIS incentives and strategies such as CHAMPS, Clubs / student groups membership, along with team building practices, classroom and School / Community projects in order to reduce the number of aggression related incidents and to reduce bullying.</p> <p>Strategy's Expected Result/Impact: Students attendance will increase over 2022 and the number of office referrals and reports of bullying will decline due to increased emphasis on student Social and Emotional Needs. Tools implemented this year included "2 words" in the Athletics program and PBIS celebrations.</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Counselors Campus Athletic Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: TX Association Student Council Conf - Local 24 - State Comp</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: LJI will work with our campus, district, and outside (community) resources to identify, and address the social emotional needs of our students, including methods for addressing violence prevention and intervention.</p> <p>Strategy's Expected Result/Impact: Students attendance will continue to increase over 2022 and the number of office referrals and reports of bullying will decline.</p> <p>Staff Responsible for Monitoring: Campus Admin BISD Behavior Spec LPC & Campus Counselors</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Counselors will work with students using the resources of the Panther Zen Den to teach students de-escalation and self regulating strategies.</p> <p>Strategy's Expected Result/Impact: Student attendance increased dramatically EVERY week as compared to 2021-2022</p> <p>Students attendance will continue to increase over 2023 and the number of office referrals and reports of bullying will decline.</p> <p>Staff Responsible for Monitoring: Admin Team / PBIS Committee / Campus Counselors</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Counselors will conduct small student groups (circles) that focus on student emotional well being. (Topics will be determined by LJI team, and student interest)</p> <p>Strategy's Expected Result/Impact: Student attendance increased dramatically EVERY week as compared to 2021-2022</p> <p>Students attendance will increase over 2023 and the number of office referrals and reports of bullying will decline.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: To to ensure that students participate in the school's required physical activities, students will be assigned to Physical Education Classes, UIL sports will be offered for students to participate in and all PE students will participate in the Fitnessgram.</p> <p>Strategy's Expected Result/Impact: All students will engage in vigorous physical activity each week.</p> <p>Staff Responsible for Monitoring: Campus Admin PE Teachers Coaches</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In the 2023 - 2024 school year LJI will actively engage parents and families in the education and social emotional well being of their students, who will then serve as ambassadors of the school in the community.

High Priority

Evaluation Data Sources: Meeting sign in - Agendas - Parent Survey

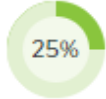

Strategy 1 Details	Reviews			
<p>Strategy 1: Through community, district, and campus resources / committees LJI will consistently communicate and afford opportunities for parents to be actively involved. Language Acquisition Department - PTO - PAFE Campus Committee</p> <p>Strategy's Expected Result/Impact: Increase in parent attendance and involvement - New technology equipment (Bluetooth projector for forum and new sound system for cafeteria)</p> <p>Staff Responsible for Monitoring: Admin Team CIS Campus Liaison PAFE Committee Chair</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Communication:</p> <p>We will consistently share relevant and timely information with parents via the campus website, social media outlets, School Messenger, and Principal Remind.</p> <p>Strategy's Expected Result/Impact: Increase in parent attendance and involvement</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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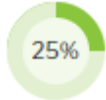




Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2023-2024, LJI will utilize State Compensatory Education and supplemental funding to support Tier I, II and III instruction and support by providing students with the instructional resources, interventions and tutorials they need to close identified learning gaps 3% to 5%.

High Priority

Evaluation Data Sources: Budget planning sheets
Budget expenditures

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize State Compensatory Education funds to provide tutorials to students with learning gaps, and/or who were unsuccessful on state assessments.</p> <p>Strategy's Expected Result/Impact: All students who are identified as below grade level on assessments will be provided remediation and intervention supports to move them to grade level.</p> <p>Staff Responsible for Monitoring: Interventionists Principal</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p> <p>Funding Sources: Tutorials - Local 24 - State Comp - \$6,818, STAAR Resources - Local 24 - State Comp - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will use Compensatory Education funding to fund math and reading interventionists who will provide Tier II support to students with learning gap and/or were unsuccessful on STAAR math and/or Reading. ELA and Math Campus Content Specialist will also support curriculum, teachers and student learning.</p> <p>Strategy's Expected Result/Impact: All students who are identified as below grade level on assessments will be provided remediation and intervention supports to move them to grade level.</p> <p>Staff Responsible for Monitoring: Interventionists Principal</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p> <p>Funding Sources: Interventionist - Local 24 - State Comp Personnel - \$140,000, Campus Content Specialists - Local 24 - State Comp Personnel - \$170,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will utilize State Compensatory Education funds to provide supplemental Tier I supports to at risk students.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, particularly for students who are identified as Special Education.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p> <p>Funding Sources: Resources to supplement Tier I Instruction - Local 24 - State Comp - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in "on level" Math classes is approx 20% lower from pre-COVID performance. (7th grade math - 2018 = 77.59 app / 2022 = 53.43 app) (8th grade math - 2018 = 86.49 app / 2022 = 75.35 app) Root Cause: Foundational gaps in mathematical computation due to lost instructional time.</p>
<p>Problem Statement 2: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in both Science and Social Studies is approximately 5% points lower in Approaches than the previous school year. Root Cause: Unfilled teaching positions requiring long term substitute teachers and novice teachers that require Instructional Coaching.</p>
<p>Problem Statement 3: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. Root Cause: Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.</p>
Student Learning
<p>Problem Statement 2: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. Root Cause: Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.</p>
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<p>Problem Statement 4: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in both Science and Social Studies is approximately 5% points lower in Approaches than the previous school year. Root Cause: Unfilled teaching positions requiring long term substitute teachers and novice teachers that require Instructional Coaching.</p>

School Processes & Programs

Problem Statement 2: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. **Root Cause:** Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.

Problem Statement 3: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in "on level" Math classes is approx 20% lower from pre-COVID performance. (7th grade math - 2018 = 77.59 app / 2022 = 53.43 app) (8th grade math - 2018 = 86.49 app / 2022 = 75.35 app) **Root Cause:** Foundational gaps in mathematical computation due to lost instructional time.

Problem Statement 4: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in both Science and Social Studies is approximately 5% points lower in Approaches than the previous school year. **Root Cause:** Unfilled teaching positions requiring long term substitute teachers and novice teachers that require Instructional Coaching.






Perceptions

Problem Statement 2: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. **Root Cause:** Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.

Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: in 2023-2024, LJI will provide professional development to develop teachers and retain 100% of non-retiring staff.

Evaluation Data Sources: Professional development documentation
Teacher retention data

Strategy 1 Details	Reviews			
<p>Strategy 1: LJI will utilize supplemental funding to provide professional development to teachers and staff. Strategy's Expected Result/Impact: Supplemental funding will be used to cover the expenses of PLC training and other forms of campus-based professional development. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2 Funding Sources: Professional Development - Local 24 - State Comp Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: UPDATE WITH STAAR DATA Student performance (as indicated by district and state assessments) in "on level" Math classes is approx 20% lower from pre-COVID performance. (7th grade math - 2018 = 77.59 app / 2022 = 53.43 app) (8th grade math - 2018 = 86.49 app / 2022 = 75.35 app) Root Cause: Foundational gaps in mathematical computation due to lost instructional time.</p>
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Student Learning
<p>Problem Statement 2: UPDATE WITH STAAR DATA The "meets" grade level performance of students served through special education, ELL and students' identified as At Risk is significantly lower than the performance of all other student groups in all subject. Root Cause: Lack of differentiation and Tier 1 strategies to address student engagement, and unfilled teaching positions requiring long term substitute teachers.</p>

Student Learning

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School Processes & Programs

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Perceptions

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State Compensatory

Budget for Lake Jackson Intermediate

Total SCE Funds: \$355,118.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

SCE funding is used for Tier 2 and Tier 3 Interventions. Two BISD Interventionist (1 Math and 1 Reading) serve students during a class period with a 12:1 ratio. Resources provided, include scaffolded supports, and practice. Teachers also utilize SCE funding for after school (3:1 ratio) and Saturday tutoring (12:1 ratio). Small group interventions are the primary focus.

Personnel for Lake Jackson Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Donna Omogbehin	Interventionist	1
Kelly Hayslett	Campus Content Specialist	0.5
Kym Pyeatt	Campus Content Specialist	0.5
Nancy Yung	Interventionist	1
Stephanie Denbow	Campus Content Specialist	0.5
Yami Sherrill	Campus Content Specialist	0.5

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,300.00
+/- Difference					\$27,300.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PLC Conf		\$0.00
2	1	1	TX Association Student Council Conf		\$0.00
4	1	1	STAAR Resources		\$3,000.00
4	1	1	Tutorials		\$6,818.00
4	1	3	Resources to supplement Tier I Instruction		\$8,000.00
Sub-Total					\$17,818.00
Budgeted Fund Source Amount					\$17,818.00
+/- Difference					\$0.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Interventionist		\$140,000.00
4	1	2	Campus Content Specialists		\$170,000.00
5	1	1	Professional Development		\$0.00
Sub-Total					\$310,000.00
Budgeted Fund Source Amount					\$310,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$355,118.00
Grand Total Spent					\$327,818.00
+/- Difference					\$27,300.00